

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: ROTC and Military Training
Course Number: 1801320
Course Title: Leadership Education and Training III
Credit: 1.0

- A. Major Concepts/Content.** The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training II. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as preventing violence and managing anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. The course includes studies in the federal judicial system and how historical events have shaped social systems.

The content should include, but not be limited to, the following:

- Department of Defense, civilian involvement, and the Joint Chiefs of Staff
- influential Congressional acts
- mission and roles of the Army and its contribution to domestic affairs
- Army National Guard and Army Reserve missions, units, contributions, and categories
- origins and history, missions, and organization of the Navy, Air Force, Marine Corps, Coast Guard, and Merchant Marine
- goal setting
- counseling processes
- leadership theory and application
- basic command and staff principles
- forming, inspecting, and dismissing the battalion

- mediation techniques, anger management, conflict reduction, and negotiation
- service learning
- career exploration and college preparation
- time management
- citizenship and American history
- financial planning
- physical fitness and the Cadet Challenge (President's Physical Fitness Program)
- environmental issues
- world geography

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course is a cooperative effort between the Army and the host institution. It consists of practical application, demonstrated performance, and development of subject material knowledge.

The course is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

Electives are a required component of the JROTC program and must be taught. Schools may not use these hours for other purposes. Electives are used to provide cadets with additional opportunities outside the scope of the mandatory section of the curriculum. Such opportunities are intended to supplement or reinforce the instruction or permit JROTC units to align their programs according to their desired academic focus.

Successful completion of Leadership Education and Training III requires 50 hours of additional instruction from Categories 1, 2, and 3 (as listed in *Leadership Education and Training, Program of Instruction*) and 24 hours for Administration, Testing, and Inspections. Service Learning Lessons are mandatory, but can be taught in any LET level as needed (4.5 hours).

Further instruction for Leadership Education and Training III must be provided as follows:

- Unit 5 (Geography and Earth Science), Chapters 2, 4, and 5 (4 hours)
- Unit 6 (Citizenship and American History), Chapters 2, 4, 5, and 6 (10 hours)
- Categories 1, 2, and 3, focusing on Cadet development (11 hours)

The performance standards in this course are based on the performance standards identified in the curriculum for the U.S. Army JROTC program. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

The curriculum used in the Army JROTC program is used in the National Defense Cadet Corps (NDCC) programs.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate knowledge of the Department of Defense, including its mission, major responsibilities, major elements, positions under civilian control, and its relationship to the Joint Chiefs of Staff.**
- 2. Identify and demonstrate knowledge of the Congressional acts that impacted the organizational structure of the Armed Forces, the recent organization of the Army, and the organization and structure of the reserve components of the Army.**
 - SS.A.3.4.9 analyze major historical events of the first half of the 20th century.
 - SS.A.3.4.10 understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.
 - SS.A.4.4.6 understand the military and economic events of the Civil War and Reconstruction.
 - SS.A.5.4.3 understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.
- 3. Identify the fundamental mission and three roles of the Army, the primary mission of the active Army, and the ways in which it contributes to domestic affairs.**
- 4. Demonstrate knowledge of the Army National Guard and Army Reserve, including their primary missions, the major types of units they contribute to the Army force, and the three categories of the Army Reserve.**
- 5. Demonstrate knowledge of the Navy, Air Force, Marine Corps, Coast Guard, and Merchant Marine, including their origins and history, missions, and organization.**

6. Demonstrate knowledge of goal setting, including its value in task achievement, developing motivation, and the feelings and outcomes of winning and losing.

HE.C.1.4.4 know how to implement a plan for attaining *personal health* goals for the school year and know methods for evaluating progress.

7. Demonstrate knowledge of the counseling process and use of the BE, KNOW, and DO model as an assessment and counseling tool.

HE.A.1.4.3 understand the relationships among physical, mental, emotional, and social health throughout adulthood.

HE.A.1.4.5 know how the social environment influences the health of the community.

HE.A.2.4.6 know how to analyze situations requiring professional health services.

HE.B.1.4.1 understand the role of individual responsibility regarding personal risk behaviors.

HE.B.1.4.3 know strategies for managing stress.

HE.B.3.4.1 understand the relationship between verbal and nonverbal communication (e.g., body language, voice tone, volume, and pitch).

HE.B.3.4.2 know techniques for communicating care, consideration, and respect of self and others (e.g., encouragement, trust, and sexual abstinence).

HE.B.3.4.3 know positive strategies for expressing needs, wants, and feelings.

HE.B.3.4.4 know skills for communicating effectively with family, friends, and others.

HE.B.3.4.7 know strategies for dealing with individuals who are exhibiting dangerous behaviors (e.g., evading and avoiding dangerous situations).

HE.B.3.4.8 understand various ways in which different families handle grief (e.g., in terms of cultural differences).

HE.C.2.4.4 know positive ways to influence others to make positive choices.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

8. Demonstrate knowledge of leadership theory and application, including negotiating, decision making, problem solving, and planning.

- AT.1.1.4.1 demonstrate ability to gather information from various sources to plan a project.
- AT.1.1.4.3 demonstrate knowledge of planning processes in an industry.
- AT.2.2.4.4 develop a promotional campaign for a target market using technology appropriate for industry, the community, or school.
- AT.6.1.4.1 analyze social, *legal*, *economic*, and ethical aspects of labor and management relationship.
- AT.6.1.4.2 assign tasks, coordinate work, and motivate peers at school, work, and sports or other social settings.
- HE.C.2.4.3 know strategies for overcoming barriers when communicating information, ideas, feelings, and opinions on *health* issues.
- PE.B.2.4.4 assume an active leader role, a supportive follower role, and a passive follower role as appropriate.

9. Demonstrate knowledge and use of basic command and staff principles, including comparison of command authority to command responsibility and of staff relationships to command authority/chain of command, the importance and types of staffs, delegation of authority, sequence of command and staff actions, scope and purpose of the commander's estimate, and procedures and personnel requirements to conduct a regular or special meeting.

10. **Demonstrate knowledge and use of skills for forming, inspecting, and dismissing the battalion, including different types of battalion formations and specific commands; correct responses to commands; locations of key platoon, company, and battalion personnel in battalion formations; and skills and abilities required while performing the duties and responsibilities in an assigned command or staff position.**
11. **Demonstrate knowledge of mediation techniques, including the differences between arbitration and mediation, strategies for controlling anger, and techniques for reducing conflict.**
 - AT.9.1.4.2 demonstrate the ability to cooperatively work in various settings, across diverse populations.
 - HE.B.3.4.5 know strategies for solving interpersonal conflicts without harming self and others (e.g., peer mediation skills).
 - HE.B.3.4.6 understand the possible causes of conflict among youth in schools and communities (e.g., ethnic prejudice) and know methods for reducing that conflict (e.g., conflict resolution skills and peer mediation).
 - LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
 - LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
 - LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
12. **Demonstrate knowledge and use of skills for service learning, including ways to get involved/make a difference, roles and responsibilities for getting the job done, the importance of service, planning and development of an exploratory project and possible outcomes, and evaluation.**
 - AT.2.1.4.1 develop the planning, implementation, fiscal, and evaluation systems necessary to manage a project or provide a service.

13. **Demonstrate knowledge and use of career exploration strategy and planning, including identification of personal strengths and interests; the relationship of effective career exploration to personal growth and career development; preparation of a personal career development portfolio with employment application, self-analysis, resume, Personal Skills Map, and school-to-work checklist; civilian and military careers, training and education required for each, and planning for attainment; preparation for various types of colleges and majors, admissions, and finances; and creation of a plan of action and timeline to realize career goals.**

AT.2.3.4.1 analyze the positive and negative aspects of different types of business ownership.

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.

LA.B.1.4.2 draft and revise writing that:

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purposes of the paper;
- demonstrates a mature command of language with freshness of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

- LA.B.1.4.3 produce final documents that have been edited for:
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

14. Demonstrate knowledge and use of time management skills, including identification of time efficiencies and wasters; the link between time management, personal goals, and responsibilities; use of an individualized daily routine; and development of plans in daily, weekly, and quarter/semester increments to facilitate appropriate time management.

15. Demonstrate knowledge of the values and principles that underlie good citizenship, the importance of the United States Constitution and Bill of Rights, and a variety of significant events and historical figures that contributed to our citizenship and American History.

- SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of a historical event or episode.

16. Demonstrate knowledge of the benefits of a budget, what it is, and how it works; the difference between income and expenses; how taxes and other payroll deductions affect paychecks; the importance of P.Y.F. ("pay yourself first"); and how basic tools can help the budget process.

- AT.3.1.4.1 develop a budget, financial plan, and cash flow projections for a team project.

- 17. Demonstrate knowledge of savings and investments, including the importance of developing the habit of saving, the difference between saving and investing, the meaning of time value and compounding, the difference between stocks and bonds, how to use the Rule of 72, and how mutual funds work.**

SS.D.1.4.1 understand how many financial and nonfinancial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.

- 18. Demonstrate knowledge of credit and how it works, including related costs, the advantages of using credit, types and sources of credit, questions to ask before using credit to make a purchase, and the results of credit abuse or misuse.**

SS.D.1.4.2 understand credit history and the positive and negative impacts that credit can have on an individual's financial life.

- 19. Demonstrate knowledge of insurance, including choices for handling financial risk, strategies for lowering insurance costs, basic types of insurance coverage, and different types of insurance for protection over time.**

- 20. Demonstrate knowledge of the Presidential Physical Fitness Program and the Cadet Challenge, including their relationship, the components of the Cadet Challenge, and techniques for each event.**

HE.A.1.4.1 understand the impact of personal health behaviors on body systems.

HE.A.1.4.2 understand the potential impact of common risk behaviors on the quality of life.

HE.C.1.4.5 know how to make positive decisions related to injury, tobacco, nutrition, physical activity, sexuality, and alcohol and other drugs.

PE.A.1.4.1 demonstrate competency or proficiency in *self-selected* activities.

- PE.B.1.4.2 know how to apply the results of fitness assessments to guide changes in a personal program of physical activity and develop a training and conditioning program that enhances individual health-related needs.
- PE.B.1.4.4 maintain and improve motor skills and knowledge necessary for participation in beneficial physical activity.
- PE.C.2.4.1 identify personal feelings resulting from participation in physical activity.
- PE.C.2.4.2 participate in games, sports, dances, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and maintenance of wellness.

21. Demonstrate knowledge of environmental issues, including air and water pollution, types of waste materials, meeting environmental standards in sanitary landfills, issues related to excessive concentrations of methane gas in landfills, controlling waste volume in the community, recycling, and incineration.

- AT.8.1.4.2 research environmental problems and report their impact on the occupational health and safety of a specific industry.
- AT.8.1.4.4 evaluate methods to resolve environmental problems.
- HE.A.1.4.4 understand how the environmental conditions of the community influence the health of individuals.
- HE.A.1.4.7 understand how public health policies and government regulations influence health conditions.
- HE.A.2.4.1 understand potential controversy regarding the validity of health information, products, and services.
- HE.C.1.4.2 know the health concerns that require collaborative decision making (e.g., community violence and water pollution).
- HE.C.1.4.3 know methods for predicting immediate and long-term impact of health decisions on the individuals who make them.
- HE.C.2.4.2 know methods for effectively expressing feelings and opinions on health issues.
- HE.C.2.4.5 know methods for working cooperatively with others to advocate for healthy communities (e.g., community service projects and health careers).

- HE.C.2.4.6 know effective techniques for supporting community, state, and federal agencies that advocate healthier communities.
- SC.G.2.4.6 know the ways in which humans today are placing their environmental support systems at risk (e.g., rapid human population growth, environmental degradation, and resource depletion).
- SS.B.2.4.4 understand the global impact of human changes in the physical environment.
- SS.B.2.4.6 understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
- SS.B.2.4.7 understand the concept of sustainable development.

22. Demonstrate knowledge of how to determine the right college, the admission process, ways to finance college, and create a plan of action to realize career goals.

23. Demonstrate knowledge of topographical maps, including map symbols, map colors, and the features they represent; identify map marginal information; apply distance measurement to both topographical maps and aeronautical charts; and identify the four time zones in the United States.

- SS.B.1.4.1 use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations *to depict geographic problems*.